UNIVERSITY focus '67

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ROSS MOUNTAIN, NZUSA PRESIDENT, WRITES ON AFFAIRS AS HE SEES THEM

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UNIVERSITY **focus '67**

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"Focus" is the replacement for last years' "Student News". It appears in the belief that New Zealand suffers from a lack of journals of comment.

This magazine grew from the interest of student journalists in promoting a vehicle for the unfettered expression of ideas which would serve to show the concern of the University for the community.

The editors wish to draw on the resources of the enterprising minds within and without the University to promote discussion on oft-times-neglected social, political and economic issues.

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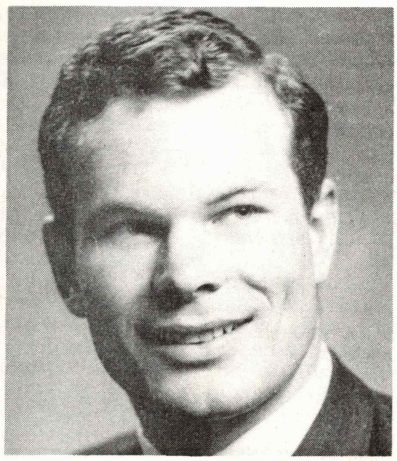
It is my pleasure on behalf of NZUSA to introduce this first issue of our new National Magazine, "University Focus".

As this issue shows, "Focus" is by no means confined to university matters, although student and university activities are well covered, but rather it aims to reflect the broad interests that are shared by students and public alike.

It is thus appropriate that the inaugural issue should at once feature the most outstanding and pressing problem being faced by the New Zealand community at large—the shambles that is our economy—and the most important field of NZUSA involvement, the development of University education in New Zealand.



ROSS MOUNTAIN

The present economic squeeze brings with it the increased possibility that the Universities' Building Programme, which is already behind schedule, will be cut, or more likely, delayed further.

This is certainly an area where no money can be saved by the Government. This year University enrolments have increased by approximately 2000, bringing the total to well over 24,000, and any delays at this stage would have a disastrous effect on the Universities who, yet again, are struggling to avoid excluding students on grounds of space, and would be short sighted in the extreme.

Expenditure on education, unlike expenditure in some other fields, is an essential national investment that cannot be foregone without seriously prejudicing future development and growth in all sectors of the New Zealand economy.

Our expenditure does not compare favourably with other countries with similar standards of living. In 1962 the U.K. was spending 5.8% of its G.N.P. on education, Canada 7.6%, the U.S. 6.8%, the U.S.S.R. 6.1%, Japan 7.2%: all have continued to raise their outlay. In 1965 New Zealand spent 4.07% of its G.N.P. on education.

We live in an increasingly complex and technological age which requires more and better educated men and women, yet we are having great difficulty in the face of our growing population in maintaining present standards let alone catering to the pressing needs for expansion and development to assure New Zealand's future.

Economists have calculated that expenditure on education gives a greater rate of return than outlay on non-human capital.

Thus increased allocation of resources to the educational sector pays in strictly financial terms.

It is painfully obvious, therefore, that expenditure on Education rather than being permitted to decline must, as a matter of priority, be substantially increased if New Zealand is not to fall behind.

With the country facing economic difficulties, New Zealand cannot afford but to plan to ensure that adequate educational opportunities are available for tomorrow's students.

New Zealand is a small, isolated country with very limited natural resources. Its future development and prosperity is very dependent on its exploitation of its human resources.

This basic fact of economic life must never be overlooked, especially when the Government is wielding a financial meat axe. New Zealand cannot afford to save money here.

N.Z. UNIVERSITIES SCENE

Auckland Awkward

While the spy rumours raged last year, another unseen enemy crept up on the Auckland University Students' Association. As student leaders undermined confidence in the Security Service, their own oversights brought about a similar crisis, which has turned back forcibly on the Executive.

Not that it should worry outgoing President Richard Wood and his merry men — except President-elect John Prebble. But the Students' Association's record £10,000 loss in the last financial year and its seeming inability to produce a student newspaper cannot endear the politicos to the masses.

Poor administration was Treasurer David Jones's blithe explanation for the deficit, amid rumours that he would resign before the annual meeting.

When the explanation appeared in "Craccum", Mr Jones denied making the remark and gave the "Auckland Star" his version . . . the figures were the same, the difference was that Mr Jones no longer termed the cause "poor administration".

It was indeed a sorry list, and one that must seem laughable to the less sophisticated rustics further south who somehow manage to break even and profit on their operations.

Capping, one of the biggest revenue-earners further south, lost £1000 and Revue £3500. Tournament last August cost Auckland, the hosts, another £1000 and the Cafeteria £2800, while "Craccum", the official student paper, ate away £1200 amid claims and counter-accusations between editor and executive.

Messrs Wood and Jones used the knife—with about as much popularity as Holyoake. The proposal to scrap Capping Revue has raised some considerable opposition, and the Executive's reluctance to appoint an editor for "Craccum", after their original appointee left the sinking ship, was suspect.

The failure to look hard for an editor over the vacation was inexcusable and only a little seeming Christian charity in Christchurch did keep the publication alive. Then the reported rescinding of the appointment of Mr G. Chapple only 24 hours after acceptance seemed to many like the night of the long knives.

The disclosures, naturally, only further diminish student confidence in the brave young men who tried desperately to ennoble themselves at the Security Inquiry. Among some students the outgoing executive was branded the "Sukarno Cabinet".

And with work on the Student Union heralding the prospect of greater student administration responsibilities many will be pleased at the only positive accomplishment of the Wood executive—the decision to give some of the responsibility to people likely to know more about things than the Executive.

A full-time administrative officer to run the association has been appointed, Mr Wood has recruited an accountant, and a special commission has proposed a full-time paid President.

Perhaps the best comment was made in Wellington. Said a columnist in "Salient": "When will our biggest university grow up? When will it cease its irresponsible Cappings, newspapers witch-hunts, financial meanderings, and drop its snobby aloofness?

"Only their past arrogance denies them our present sympathy for their plight."

Le mot juste.

Waikato Wares

Observers may find it incongruous that Waikato, newest New Zealand University, is to identify itself with a remnant of the depression. For at that time, undergraduate gowns were virtually abolished.

New Waikato reintroduces the custom—alone among New Zealand Universities. No complaints came from the student body—reaction was mainly smug, and opinion noted its dual utility. The gown was rain-proofed and would be an asset in running from building to building in showery weather.

NEW GOWN WORN

If smug on that issue, several other incidents have given the newcomers a chance to show their spirit. The Governor-General was granted an honorary degree at the first of Waikato's graduation ceremonies. Last year in Christchurch such a ceremony drew a Republican Association flag burning, and in Wellington when the P.M. was made a Doctor of Laws students began to seriously question the point of honorary degrees.

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Then Waikato received its own censorship issue, a chance for an early spring to maturity.

"The Waikato Student" was stillborn, as a love-hate relationship developed with printer, "Waikato Times". The "Times" covers the University well, but when it came to printing an already published article on Lesbianism, it baulked.

"In four days," reports N.Z.S.P.A. correspondent and 1966 "Kato" editor, Bruce Wallace, 'The Waikato Student' crashed and the future seems very bleak indeed." "Kato" ran for two years and was renamed when the Teachers' College became semi-attached to the University.

"The first news of the censorship was told to the co-editors, Bob Simcock and Mike Williams, by the Vice-Chancellor, Dr D. R. Llewellyn. Acting on information he had received from the printers, he advised Simcock and Williams to delete the piece as it was. The opinion of the printers' solicitors was that it was offensive and liable for prosecution.

The editors refused the printers, the Vice-Chancellor and the Students' Executive eventually resigned in protest.

Basically, however, Waikato is making significant steps forward.

They have integrated their Education faculty with the Teachers' College, are experimenting with a broader academic base, and have a chance to develop a first-class Maori Studies Department under pioneer researcher Professor Jim Ritchie.

At the moment plans for this have not been ratified by the U.G.C., and instead the Waikato men at Arms are fighting a decision of the U.G.C. which prevents the establishment of a Management studies at the University.

A course Waikato claims is needed to serve the Auckland region.

Massey Masque

Not content with rocking the NZUSA boat in 1966, Massey are offering us a repeat performance of child histrionics with their plan to once more sell capping rag Masskerade in Auckland.

The editors know Auckland will be somewhat off-put, but evidently Massey feels that strained relations are less important than cash rewards.

Auckland is big enough for two, they reason, so in about the only radical act to emerge from Massey's farmers, they bumped their 1966 quote of 40,000 copies to 50,000.

But from Massey's point of view the risks have their compensations.

Two thousand pounds in Massey's coffers to help them balance their strained budget seems more useful than keeping the intangibles of NZUSA membership.

Perhaps this attitude is understandable from a community where politics is a foreign word, and where university development depends not only on government largesse, but on harmony among the agricultural students and their new arts student contemporaries.

Or is it as one cynic has remarked, bound up "in the relationship of the humanities to the bestialities."

Massey does of course have one new asset to help them overcome this problem. It comes in the form of their new Chancellor, Blair Tennent.

Being of modest disposition and shy temperament, "Focus's" correspondent has declined to repeat all those loud persistent rumours about Mr Tennent's worth as a past Minister of Education. Instead, he hopes for Massey's future, and plans to rely on the fact that Chancellors have no more than a symbolic function.

Victoria Vices

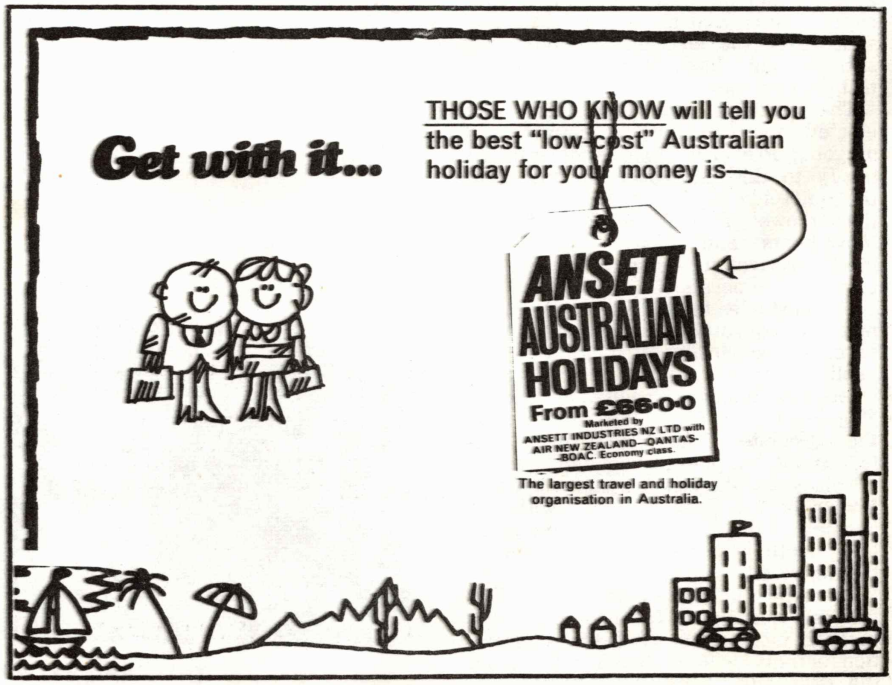
Even though enrollments at Victoria this year are, at 4850, less than the 5000 envisaged, normal accommodation and staffing problems remain.

Exclusions have begun at Victoria in the Arts Faculty. The Socioligy Department, faced with staff shortages, has resorted to pressure tactics to accentuate its problems. It has excluded students who did not plan to delve deeply into sociology, enabling the department to limit its intake from a projected 300 to 80.

With Quantitive Analysis similar scares emerged. The unit is compulsory for the Bachelor of Commerce and Administration, so plans to limit enrollments on grounds of inadequate mathematical experience drew hostile comments from the Victoria executive. Later the economics department found that not too many enrolled anyway, but still issued strong recommendations to prospective students to stick to maths all through school.

But the cases drew reactions from members of the Wellington branch of the Association of University Teachers, who, while regretting the need to exclude, commended the Sociologists on their forthrightness. Rumours of a chain reaction of exclusions followed, as psychologists, political scientists and education faculty members saw all the sociology rejects coming to them. But no firm decision emerged.

For the mass of new students, Vic's cafe would have been just another of the new sights in the bewildering university complex. But for those longer in the tooth, signs of cafteria overcrowding became more acute. Indications were too, that the planned extensions to the prized student union would



not start this year, as the Government's economy drive started. Black Friday's backlash also meant incremental increases on some cafe foods.

Forum started off the year very successfully.

TV came in for abuse, as one speaker latched onto the Canterbury University TV debate. Feeling ran that the vacuous debate on the equally vacuous subject that the Kiwi is a Complacent Animal, not only made the debators look silly, but the thousands of students identified with them. Why couldn't the NZBC choose a socially significant subject?

Little sparkle was displayed when Victoria's New Chancellor, one Dr Lynch —an advocate of Capital Punishment— delivered the first of his Capping orations. Instead of the Head of a university, he sounded like Chairman of the Board, giving the annual report to his business associates and staff.

The new Minister of Defence spoke to Vic students on the day the increase in troops to Vietnam was announced. Hugh Rennie in the Chair said the Press was not to report. He told correspondents subsequently that Thomson would have been curter in his answers to questions if the Press had had full reign. What could be reported however, was Thomsons own comment that once he had been a Pacifist.

Less prominent on the Victoria scene this year has been Steve Whitehouse, revue writer, humourist, and free lance columnist 'Thurbage' for "Salient". His preoccupation has become TV, and the prospects are that N.Z. will see him in the TV Compass team.

Canterbury Caught

Canterbury is the most democratic campus in New Zealand, if elections are any guide. Students on this split campus have had more than their fair share over the last eight months, but still the candidates come back to contest and re-contest ballot battles.

The catch is, of course, that once elected, the candidate is caught, and outgoing President John Anderson can testify to this. Moreover, in one term the quiet theology student has braved the arrows of would-be Free Speech Movements and shown himself the most positive and sincerest of all the campus democrats.

The obstacles to student togetherness, and consequently student government here, are generally attributable to the "split campus" complex. Last year, when the Science Faculty joined the Engineers and Fine Arts students at the desolate Ilam site, there was legitimate complaint about facilities.

This year, the balance has tipped in favour of the Ilam students with the opening of the brand-new student union last month and the transfer of one of the university's hostels.

From now until the arts and possibly law and commerce faculties move out in 1971, most of the Students' Association activity will be taken away from the town site.

But still, "equal treatment" or "two of everything" must continually occupy the Executive's mind.

Last year Ilam discontent at life among the scattered skyscrapers in the isolated wastes erupted with claims that polling booths at Ilam had been neglected. The uproar at an A.G.M. for another presidential election was averted when the President-elect resigned two weeks later, thus automatically bringing a re-election late in third term.

But interest had been sparked and seven students stood for the presidency.

President Anderson, who started off with the image, to some, of a "custard-gutted Christian" (the phrase was used in "Kobald", a student broadsheet) quietly saw deeper causes.

Without personal flurry he pushed for a "constitutional commission" that would completely recast the Students' Association structure for the 1970's. This was far more than the A.G.M., which demanded revised election procedures, had even bargained for.

The commission was set up, asked for suggestions over the vacation, and got none. Unabashed, the President organised a Saturday "workshop" on the problem. From this will evolve a new constitution.

How will it differ? Among ideas prominent has been the establishment of a representative Student Council, made up of councillors elected by faculty constituted in a way similar to Parliament.

Another suggestion came from Anderson last month at his last A.G.M. as president. He pointed out the job of president was getting too big and a say, £300, payment for the president would enable him to spend his vacations on the job without ending on the dole.

The sincerity, at times doubted the previous year, was seen again when Anderson turned another of last year's third-term crises into a blow for democracy.

Then, he had borne the brunt of angry student protest over the award of an honorary degree to Sir Bernard Fergusson. Some of the less militant types demanded a student representative on the University Council. The others demonstrated in the street outside the ceremony.

At last month's A.G.M. the President sought unanimous support for a move for the student representative. With quiet determination he shot down, without the intention, his vocal critics.

John Anderson once observed privately that his predecessor, David Botherway—sportsman, scholar, and "big man in Capping and on campus" —was the last of his genre at Canterbury. Anderson felt himself the first of the earnest, and perhaps unliked, young men.

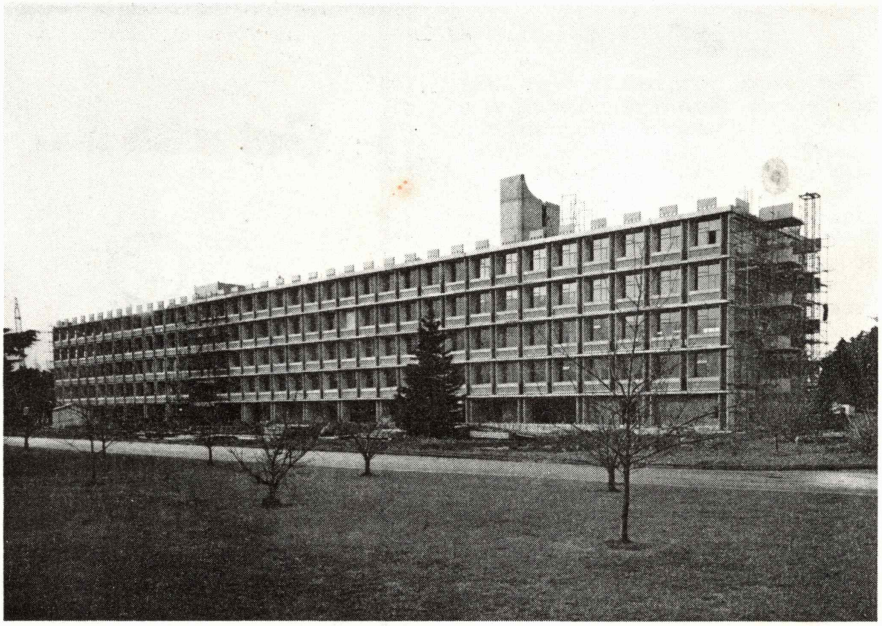
And under his mask of chubby joviality, his successor, Tim Armitage, knows which road he must tread.

Lincoln Lags

Lincoln College, seven miles from the edge of Christchurch, is officially part of the University of Canterbury, but for most practical purposes it is quite separate. It's population of nearly eight hundred makes it the smallest College of university standing in the country. Five or six years ago all students could be accommodated on the campus but since then numbers have doubled. This increase in numbers has brought with it several problems.

The four-hundred-odd students unable to get board in the College hostels and houses may be found living in many and varied types of dwelling — ranging from caravans on empty country sections to flats in town — spread over an area of about eight miles radius. Country bus services are irregular and most students find some sort of car a must.

As might be expected, the lecturing and laboratory space is under con-



THE NEW TEACHING BLOCK AT LINCOLN

siderable strain and for the past three years major alterations have had to be carried out.

For two years existing rooms were modified and/or enlarged, and high density seating installed, but last year saw the erection of a new building, under the guise of an Agricultural Engineering Institute workshop, to help cope. Students had to try and concentrate on lectures while contractors punched the roof on.

The dominant feature of the skyline at the moment is the teaching block due for completion in the middle of this year. It took nearly thirty years for the plans for this building to become a reality, and most of the larger classes have long since outgrown it and will have to remain in the assortment of prefabricated buildings which form the majority of the present lecturing facilities.

The courses offered at the College are also being subjected to pressure. There are basically two courses offered: the Diploma in Agriculture and the Degree. The former, in various forms, has been the substance of the College from the year dot and is the aim of about half the students. They are mainly farmers' sons destined for farming, stock firms and valuation work. Briefly, the course covers animal husbandries, crops and pasture soils, insects, diseases, economics and management and engineering. The degree is an extended form of this course with a year of basic science at the start and a fourth year of study in a narrower field. The three-year degree, Bachelor of Agriculture is of little use to anyone, while the fourth year qualifies one for the degree, Bachelor of Agricultural Science, which has some uses but many disadvantages.

Science has been gradually forced into Agriculture during recent years but has mainly been tacked on to the old approach. Some radicals would like to see far more specialization for those who need it, with, possibly, Honours degrees similar to those adopted in the other universities many years ago.

Horticultural versions of both courses are pursued by small numbers of students.

The post-graduate side of the College is more promising. Masterate studies in the stricter disciplines are more rewarding although a considerable amount of basic information normally given in undergraduate training, has to be sought. Honours courses, particularly in Biochemistry, are proving popular. However, a very high proportion of the staff has seen little outside the confines of the College and this may be one reason why the approach generally is lagging behind the other universities.

Otago Ogles

The arrival of Otago University's new academic head, Dr R. M. Williams, has aroused some speculation on whether the work of his predecessor, Dr Arthur Beacham, will be complemented as it deserves.

Dr Williams had a brilliant career in mathematical statistics before his appointment to the powerful four-man State Services Commission in 1962.

Dr Williams, who took up his new post in mid-February, comes to the vice-chancellorship from relative obscurity —the corridors of mathematics.

As head of the Government's Radio Development Laboratory, and then for four years State Service Commissioner Dr Williams is an experienced administrator.

Today, when there is often alleged to be a conflict between the teaching and research roles of a university, it is perhaps significant that a man like Dr Williams should step into the shoes of Dr Beacham.

But the new vice-chancellor has given no indication that he is likely to sacrifice teaching considerations.

He would like to see more research in the behavioural sciences at Otago—complementary to the stress on physical and medical studies here.

Research proposals should flow from the departments concerned, not proceed from the vice-chancellor, he considers.

Few fail to acknowledge the debt owed to Dr Beacham for his industry and achievements.

But Dr Williams in young (47), he is enthusiastic and he is humble about the task ahead of him.

At first glance anyway, there seems no reason to think he will not be a competent successor to Dr Beacham.

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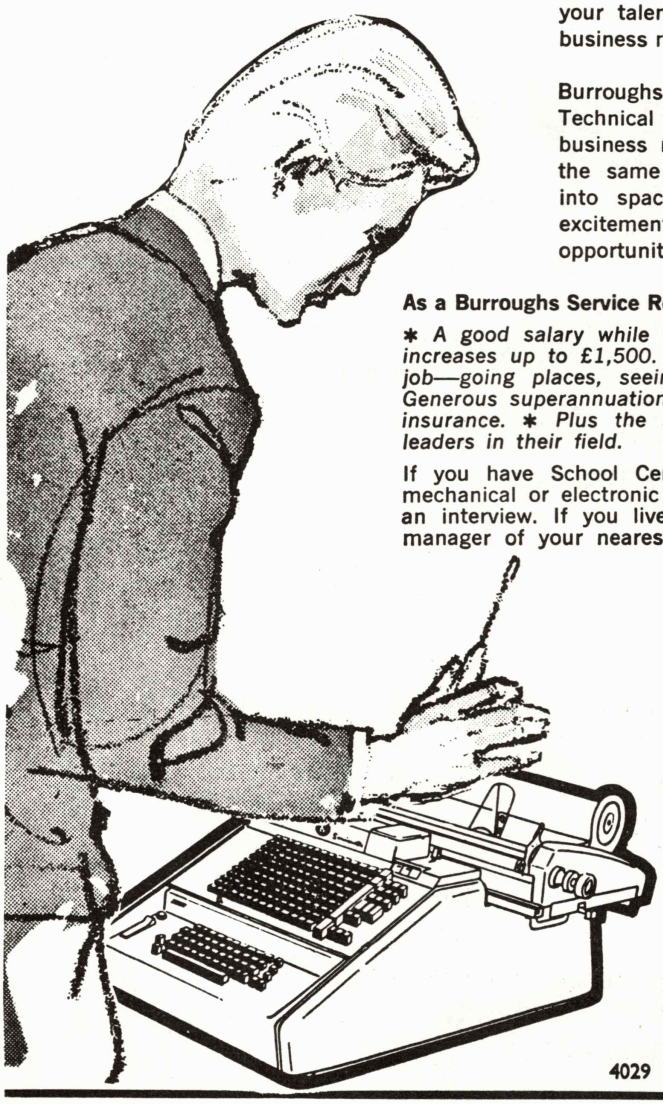

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Dear Mr Kinsella,

(An open letter to the Minister of Education)

The elections are over and the economy (in the hands of your Government for six years), is steadily running downhill. We are worried what follies you are about to perpetrate on the universities.

We know you claimed at the elections how much more money National had poured into education, and into university buildings.

But the money you are pouring in now is only catching up on the mess your predecessors made and barely marks time with the explosive growth of university rolls.

So you do not deserve more than a quiet thank you.

We will give that, and make a few other comments as well. Your steady-does-it policy has got us into the current economic mess, and we know that the quality of the universities in New Zealand will not stand any more of your colleagues panic fix-it measures.

Students are literally overflowing from the universities. This year's roll increase is once more considerable and the hints at wholesale and unselective exclusion have become more marked.

For some time, the Otago Medical School has limited numbers, but in talking to the editors of "Focus" in February, Professor Danks, chairman of the U.G.C., said he thought it would be a long time before arts students were excluded.

Now we hear that the Professor of Sociology at Victoria, instead of taking the 300 Stage 1 students who might normally have enrolled, has said that staff shortages force him to limit the class to 80. The rest are to be excluded on the unsatisfactory criterion of a promise to major in Sociology.

You see, Mr Minister of Education, patriotism is not enough to attract good teaching staff into our universities. There are other departments similarly confronted with staff shortages, but not all respond with exclusion measures.

They overwork their staff and take them away from their research and tutoring.

Your department, Mr Kinsella, has no figures on this. It cannot measure the declining quality of university staff, and how many students leave university concerned about the teaching and research resources of their departments.

You don't know, either, where research is neglected or is of mediocre quality, and consequently how some group in the community misses out on the benefits one expects in the train of fresh ideas.

And the failures, Mr Kinsella, and the low grades; how many of these would be eliminated if the students had decent accommodation?

Surely the Government could plan more and order its priorities. What about roads, postal services, military expenditure, marginal lands development or prestige projects. Where do these come in your priorities?

As well as planning the economy, how about planning university growth a little more effectively. Perhaps the U.G.C. is just a little too close to you, too short of teeth, and too uninformed to be effective. So how about an Education planning conference, like the Agricultural, and the Industrial Development sectoral conferences?

Look at the functions of the universities, and see if technical institutes could be doing some of their vocational work.

Besides, forgetting money for a moment, look a little at university reforms which require ideas.

Bringing Training Colleges closer to universities seems to be favoured these days, and it seems that Waikato was capitalising on its newness when it actually set plans rolling to integrate its education faculty with the neighbouring Teachers' College.

Perhaps you should shake off the traditions of your predecessors and become, for a change, an advocate in cabinet, as well a leader—a stick to urge the university Councils to sit up and reform.

There are many matters that could be attended to to improve the universities.

Take some of the administrative functions from the lecturers—give them ancillary staff.

Create more opportunities for graduates to take up paid posts within their departments to enable them, in a manner of speaking, to put the icing on the cake with further study.

Rationalise the courses unnecessarily duplicated over the seven New Zealand universities, when in all probability, a few centres combining the courses could do the job better. Don't leave it to power politics within the universities and to parochial regional demands to mould the shape of university education.

For example, is it good sense for every university to start building centres of Asian studies, or to teach little connected subjects? Victoria is having enough trouble getting its own Asian studies centre off the ground without Massey joining the rush with Japanese Language studies. Before it is too late, promote specialist schools to utilise our scarce resources more efficiently.

Study whether it is better to pay more bursaries to bring students to their studies rather than the millions necessary to get studies to the students.

How about abolishing gift duties on donations for research and education?

Take a little more notice, too, of student views on universities. After all, we are the closest to them. Anyway, student unrest has already been evidenced. We trust it won't irk you. Goodnight, Mr Kinsella, sleep well.

Yours Studiously,

THE EDITORS OF "FOCUS."

The University Grants Committee has failed to satisfy everybody. But for the Universities it is a vitally important body, and for this reason we asked its Chairman, former Canterbury University Economics Professor A. J. Danks to give his view of the role of the

UNIVERSITY GRANTS COMMITTEE

An examination question might read: "A University Grants Committee is a necessary means for sustaining University autonomies where Universities are mainly paid for by the State.—Comment."

The main function of universities is the pursuit of learning through study, teaching and research, together with the accumulation of means to this end: books, equipment, technical services and so on. Classification of functions is arbitrary, but the process has a general aspect—the pursuit of learning for its own sake — and some utilitarian aspects related to particular objectives which may, among other things, be social, vocational, economic and national.

It is generally agreed that universities are best able to fulfill their tasks when a high degree of institutional autonomy leaves academic enterprise as untrammelled as possible. The phrase "academic freedom" may refer to the right of the individual academic to express himself without censorship; or it may, much more vaguely, refer to a university's right to undertake specific activities, including the introduction of new or modified courses, with a minimum of outside interference.

It is well known that freedom is not an absolute right: it can only have meaning within limitations and constraints, and in practice universities must accept marked restrictions in what they may do or refuse to do. In New Zealand this is made clear by the fact that universities must assume the burden of a general responsibility to provide places for those who qualify for University Entrance although this may be modified in particular cases, often on a faculty basis, and for reasons of limited accommodation. As the number of matriculants continues to rise rapidly, the general physical resources of universities are severely taxed despite a massive and expanding programme of providing new buildings.

A further responsibility imposed on universities by the community arises from the growing national need for trained graduates — teachers, doctors, lawyers, dentists and the rest. At the same time there are the pressures exerted by those who see the university system as principally justified through conferring on their sons and daughters the status and potential remuneration associated with university degrees.

The result of all this is that while one may cherish a view of universities as guardians of learning, not to be exposed to the importunities of special pleading, or the popular prejudices of the uninformed, in fact universities are, from another point of view, growth industries in the services sector, clamorous for resources and associated at dozens of points with the daily needs of society, not all of which are consonant with the loftier aspects of academic life.

In this setting, universities may be challenged to account for the conduct of their affairs because they already cost a great deal and the bill continues to mount rapidly. "Accountability," "responsibility to the taxpayer" and "efficiency" are terms now heard in reference to university education; they do not much smack of the cloister, nor are they pleasing to the advocates of academic laissez-faire.

Some way must be found to satisfy the "value for money" demand by taxpayers digging deeper and deeper into their pockets to satisfy the growing needs of universities and their students, some of whom occupy places in heavily subsidised halls of residence, and most of whom receive bursary assistance at the beginning of their studies, even though they may forfeit it later. At the same time, resource and operational constraints must not be allowed to weaken and distort the freedom and initiative without which learning stultifies.

PROF. DANKS

The University Grants Committee is an organisation which plays a critical role in reconciling university autonomy with responsibility in the expenditure of public funds. It is constituted by statute and its seven members, part lay and part academic, together with the full-time Chairman, are appointed by the Government after consultation with the universities. The Committee has the formal responsibility to advise the Government about the needs of the universities, short and long term, and to recommend the financial provision which is required.

In the case of a substantial new academic enterprise, a university will represent its requirements to the University Grants Committee, which will consider the matter in relation to the capacity, prospective growth and needs of the whole university system. Discussions between the Committee and the university will elucidate the nature and scale of the development, and compromises and modifications will probably be effected. The proposal will then be put to the Government by the University Grants Committee and a grant may be forthcoming. In this way a new building or a new development, such as the Medical School at Auckland, will be treated as a single or linked project and negotiated through its due stages.

Such a procedure, necessary as it is for items which are large, lumpy and with a high element of capital cost, would be intolerable if it were to extend to the ordinary arrangements a university must make about the disposition of its resources. To protect the universities' freedom in this day-by-day decision-making process, the device of the Block Grant is vital.

The Block Grant is a comprehensive sum of money which is paid to each university in annual and growing instalments for five consecutive years. The University Grants Committee negotiates these quinquennial totals and then the grants become virtually a guaranteed annual income to the universities to cope with all their normal running requirements and growth needs over the entire period. Within this cash restraint, which is not earmarked, a university can in general exercise freedom of choice (salary levels are an exception) and, at the margin of its activities, select by its own internal procedures those enterprises which it sees as best warranting the allocation of its funds.

The University Grants Committee, which stands between the Government and the universities, and the device of the Block Grant, represent a workable means of accommodating academic freedom to a system of State financial support. There are difficulties: as the costliness of what universities do increases, the pressure for accountability mounts. As the social and economic functions of universities grow in importance, demands are created for this or that modification from the public at large, from industry, from Government, from the students themselves, and from groups anxious to benefit from association with institutions seen to be growing in capacity, power and prestige. But nobody yet seems to have thought of anything better in a general way than a University Grants Committee arrangement, although there may be changes in the detailed relationships between a grants body, Government and the universities.

INTERVIEW WITH THE U.G.C. CHAIRMAN

Q. Does the University Grants Committee hold funds and make grants to universities?

A. No. The University Grants Committee has indipendent financial means to pay for its own activity—the provision of a skilled secretariat. And it allocates sums provided by the Government on a quinquennial basis for research grants and scholarships. Grants for universities are negotiated by the University Grants Committee, and paid by Government through the Department of Education.

Q. Has the University Grants Committee any function other than making grants?

A. Yes. It provides secretarial services for and is closely associated with the Universities Entrance Board, which is responsible for University Entrance, Bursaries and Entrance Scholarships Examinations. It allocates Post-graduate Scholarships and research grants on a national basis. It operates a Curriculum Committee, with powerful representation from the universities, to co-ordinate new academic developments. The Chairman and lay members of the University Grants Committee are on the University Salaries Committee.

Q. Does the University Grants Committee initiate developments and generally provide leadership in the evolution of the universities?

A. Proposals for development may come from the universities, or from special groups asking for a university course, or from a region wishing to acquire a new university. The University Grants Committee has strong influence over the course of these proposals because of its power to recommend financial support by Government, and this bears with it corresponding responsibilities. Where special finance is not involved, universities can exercise their own autonomies.

Q. Could the University Grants Committee economise by enforcing co-ordination of activities on the universities?

A. In a small country, duplication of some academic facilities may be wasteful, and the University Grants Committee does take cognisance of existing resources when it recommends grants or allots research funds. But co-ordination could easily be a means to stifle initiative and frustrate desirable change if considerable freedom is not left in the hands of universities.

Q. What is the most desirable attribute of the University Grants Committee?

A. Sustaining the confidence of Government on the one hand and the universities on the other. This is not the same thing as satisfying these parties. Any dynamic university will always have unsatisfied wants insisting on more cash for the best of reasons; and Government is always strapped for resources as it tries to resolve the resistance of taxpayers with the insistent demands for public services and payments by citizens of the welfare State. But the University Grants Committee must demonstrate to its principals that justice is being seen to be done, even if universities see it usually as too little and too late, and Government as too much and too soon.

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THE ECONOMY CRUMBLES

WILL THE UNIVERSITIES FOLLOW SUIT ?

Before the last election, Mr Holyoake promised two chickens in every pot. It now appears, instead, that the chickens have come home to roost.

The first of the panic measures has meant poorer sections of the community and those on fixed incomes have been heavily hit.

More will follow, for the February measures, whilst reducing internal demand, did little to help our critical balance-of-payments problem.

The two other fiscal weapons available to the Government are the import licensing schedule and the Budget. Further restraints on the economy are liable to be applied by them in an early Budget from an early Parliament.

The whole community will be affected by these stringencies, but we are particularly fearful for the fate of the universities.

The "Star" newspaper carried major features at the beginning of this year on possible cuts in Government expenditure hitting the development of university buildings. We fear they will be proved correct, and we join in pointing out that this will help choke our already suffering universities to death.

Mr Holyoake spent the 1966 pre-election period building confidence in the economy, then betrayed his very blandishments with shock treatments; parallel measures should have been applied before and not after the wool market finally collapsed.

There are notable reasons for the economy arriving at its present sick condition. The dependence of our emergent Utopia on fluctuating world prices is our initial weakness. For that reason more stringent efforts are required to broaden the basis of our economy and the diversity of our markets.

We knew five years ago that British entry into the E.E.C. was likely. But little significant change has been made in the structure of our economy to overcome the problems that will afflict us. Mr Marshall and his team of negotiators insist on swimming against the tide with continued pleas for favoured nation treatment, at a time when people in Europe must wonder why they have to keep comparatively rich New Zealanders rich.

Planning of the economy has been neglected and an institutional framework to lay down guidelines for growth in the private and public sectors is badly needed.

The Labour Party has hinted at its interest in this field, but evidently it is to be left to others to devise a workable system of planning.

Planning of the whole economy is important, so is sectoral planning.

In University education, with which we are particularly concerned, the need is clearly great for more sophisticated planning.

This is part of the reason we address an open letter to the Minister of Education in this edition.

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There is an economic debate in New Zealand which occupies top policy-makers as well as prejudiced observers. Dr Sutch is in the mainstream of this debate. Anthony Haas looks at two of his recent publications:

THE QUEST FOR SECURITY IN NEW ZEALAND

NEW ZEALAND: COLONY OR NATION

Dr Sutch has been associated with New Zealand's economic development over the last thirty years.

During his life-long period as a public servant (in or out of the Civil Service) he has been continuously involved in policy making. Since his compulsory retirement as Secretary and Head of the Department of Industries and Commerce two years ago he has acted as an economic consultant and filled out a still very full and active life with writing.

Reasons for the National Government's desire to remove him from his post in the powerful Department, were then obscure.

The chief clue came in the comment that he had lost the confidence of sections of the business community.

As an act of political interference in the Civil Service it was unparalleled in New Zealand history.

As an instrument of economic policy determination it was obscure, particularly in view of the comment Dr. Sutch is still occasionally reported as saying to acquaintances — "I never refused to carry out the directives of the Minister."

But the reasons why he would have wished Government to follow other than it's avowed policies become clearer from a reading of the two new books—published within weeks of each other shortly before the recent election.

He is concerned with the direction of the economy—to him it started off on the wrong foot. In the preface to "Quest" he asserts that the white settlers of New Zealand, carrying a British form of Western-European culture, came with a set of economic rules which did not provide a rich and balanced life.

With sideswings at the "free traders of the Manchester school", firm advocacy of a continued policy of full employment, and descriptions of much that was unsavoury in early New Zealand history, he gives what he calls "the story of the struggle of the people of New Zealand for personal, social and economic security". It tells of the forces developing poverty, unemployment, insecurity and depression. And it gives his interpretation of "the measures taken to protect the country against these hazards, the conflict of ideas, and the political pressures behind these measures."

Dr Sutch as a humanist strongly believes in the need for effective policies leading to specific social objectives. But what remains unclear from a reading of the book is that there may be more than one way of achieving them.

It was insufficient to note by way of advertisement that Dr Sutch was closely associated with the policy makers. For the book to be regarded as more than a very significant source book for historians the writer needed to either expound his role in the historical period he is at pains to accentuate, or to show where the various schools of thought clashed and differed.

It may take a biographer to place Dr Sutch's actual role in historical perspective, for these current books, obliquely semi-autobiographical, skim over too much, to show the full picture, even though fuller than existing accounts.

In one of the generalised comments he makes to describe the economy that made the conditions of insecurity, he pins the blame for certain ills on the man who is now New Zealand's oldest sitting Member of Parliament, former Prime Minister Sir Walter Nash.

"The fact that social security has been eroded, that the medical system

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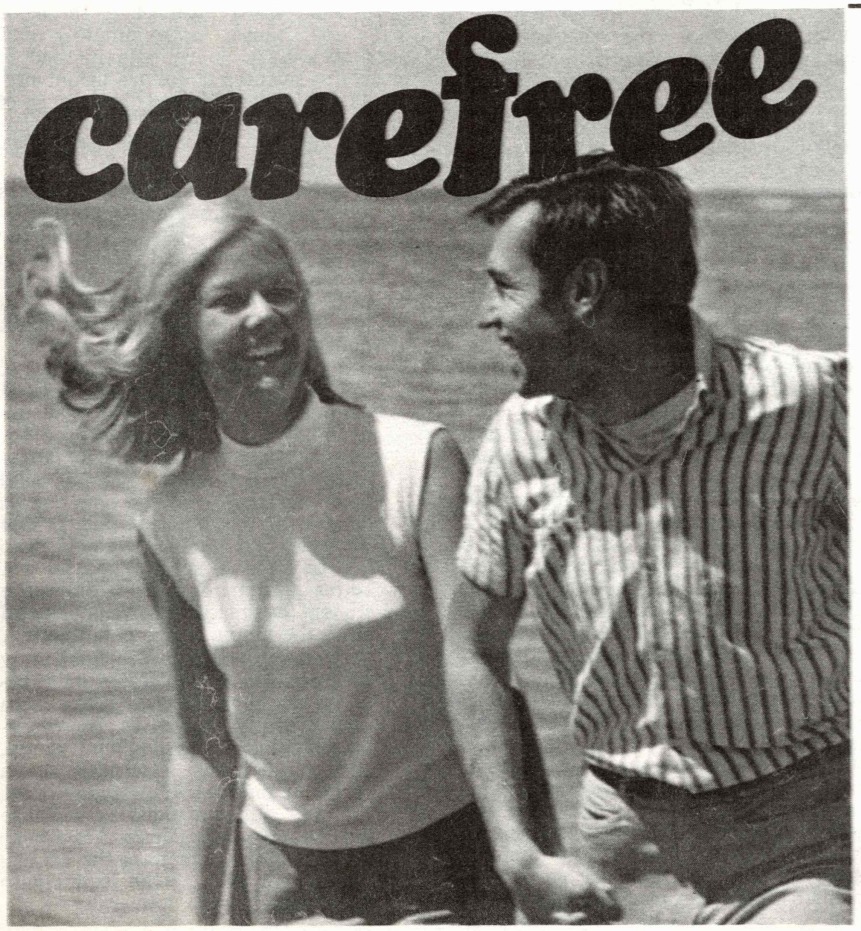

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Dr K. E. Ussher, M.B., Ch.B.(N.Z.), M.R.C.P.(Edin.), D.T.M. & H.(London), Director of the Student Health Service at the University of Canterbury, wrote the following article to focus attention on a sorely-neglected topic.

Mental Health of Students

Some years ago Professor W. Ironside, of the Psychological Medicine Department at the University of Otago, conducted a survey on four successive classes of fifth year medical students. Of 374 students (a 99.7% sample), he found the incidence of mental illness to be unexpectedly high—91 (24.3%). He found 50 (13.4%) to be suffering from clear-cut psychiatric syndromes and in need of psychiatric treatment, and 5 (1.3%) were overtly psychotic.

In other words, in a population of nearly 400 medical students, at least 91 needed psychological help to a greater or lesser degree. Only a small proportion of these had in fact sought treatment. Thus, any examination of the extent of psychiatric disorders based solely on those seeking treatment would misleadingly minimise the problem.

SCEPTICISM

Since Professor Ironside's findings were published some months ago, much interest has been aroused and some scepticism expressed. The figures quoted do seem unduly high but Professor Ironside and his staff are highly skilled observers. I believe, however, that the more one looks for such disorders, the more one will find.

The findings are in fact similar to those of G. Saslow who reported that 26% of a junior class of a United States Medical School had been competently diagnosed as in need of psychiatric help. In 1951 Dr Parnell obtained information from some of the Oxford Colleges, about prolonged illness and mortality occurring among undergraduates. On analysis, two significant facts emerged—firstly the considerable amount of serious mental illness among students, and secondly, the high incidence of suicide among Oxford students which he estimated to be ten times that of a similar group in the general population.

More recent figures come from the recently established University of Sussex, England. Nearly 8% of the 650 students of the 1964 intake received psychiatric treatment during the course of the ensuing academic year. Another contemporary report based on a carefully designed prospective study by Dr C. B. Kidd revealed that at the University of Edinburgh 10.1% of men and 13.8% of women had psychiatric disorders in a cohort of 1555 freshmen. Psychiatric morbidity of medical students was no different from that of other students.

The latest figures from the Student Health Service at the University of Canterbury show that in 1966, of a total of 7797 consultations, 1210 (i.e. 15.5%) were for psychological disorders. In addition, 565 hours of counselling and psychotherapy were provided by the part-time clinical psychologist on the staff of the Health Service. Expressed in a different way, 391 students (i.e. 7.0%) of a total population of 5300 were given psychological assistance.

This undoubtedly is not a true picture of the extent of psychiatric morbidity among students at the University of Canterbury and the Christchurch Teachers' College. Approximately 55% of the students are Christchurch residents and many such students with psychological illnesses would have been treated by their family medical practitioners. In addition there are undoubtedly many students with psychological disorders who do not seek advice or treatment.

DR. USSHER

ADOLESCENCE

From what has been said above, it must be quite apparent that the incidence of psychological illness among students is high, and that a very real problem does exist.

The large majority of students are at the age of adolescence, the years between the early teens and the early twenties, and a period of great physical and emotional turbulence. The adolescent has to learn new, acceptable sexual roles and attain heterosexual adjustment. He has the tendency to reject the values and attitudes of his parents for a while and to adopt those of his peer group of which he feels to be an accepted member. He commonly experiences religious conflict, and he has the great need to establish his identity.

Of the great variety of behaviour problems typical of this age group, some seem to be more prevalent or appear in a more exaggerated form in the University student than among others of his age. It must be borne in mind that many of these difficulties are simply exaggerations of what is usually understood as normal in the still developing youth. It is the quality of the additional stress in universities that exacerbates the student's personal difficulties, whether these stem from lack of talent and interests in academic pursuits, or from predisposing emotional factors.

REQUIREMENTS

It would be expected that entrance requirements would automatically exclude most of the intellectually inferior students, but these requirements in fact are not excessively high. Any student who passes the University Entrance examination is entitled to attend a university, and Endorsed School Certificate (i.e. failed University Entrance Examination) is the only requirement for a student to enrol with the Primary Division of a Teachers' College. Judging from the academic failure rate among full-time first year university students, it would appear that many students are not suited for an academic career.

Recent figures show that 25% of such students lose their bursaries because they have passed less than two units, when attempting three or four. Of these, approximately half pass no units. No reliable method of predicting success or failure at university has yet been devised, but many of these cases of academic failure are undoubtedly due to serious psychological difficulties.

Factors which cause additional stress in universities include the following:—

(1) The academic burden and the stress of prolonged study. The "knowledge explosion" over the last two decades, particularly in the scientific field, has no doubt added to this burden.

(2) Examinations and the fear of failure. The holding of professional examinations only once a year undoubtedly is a major source of stress. This could be partly alleviated by the holding of "Special Examinations" in February as is done with the Medical and Dental Faculties, to enable students who fail to have a second chance. A better system may be to judge the student on his year's work instead of on the result of one examination.

(3) Very many students are financially able to attend university only because of the assistance given them in the form of bursaries. Considerable stress, due to financial worry, occurs in many instances as a result of failure. If a student does not pass sufficient units he will lose his bursary, and if over a two year period he does not pass the requisite number of units he is likely to be excluded from university.

(4) The bonding of students who accept Primary and Post-Primary Studentships when studying to become teachers is not infrequently a source of dissatisfaction and in some students of great stress.
(5) Unsatisfactory board and poor living conditions.
(6) Greater competition due to the increasing number of students attending university. This applies particularly to entry to the Medical School where selection is necessary because of the great disparity between the number of applicants and the available places at the Medical School.

It is now being recognised that despite above average ability the student may be faced with academic failure and with difficulty in intellectual functioning when an emotional problem arises. The majority of student problems, in fact, as seen from the point of view of a Student Health Service, are of an emotional or social nature.

The primary aim of education is not simply the accumulation of knowledge by the student. Making decisions for oneself, meeting the demands and stresses of living, establishing goals for the future, and participating in all life's activities in a world of competition and conflicts are aspects of behaviour which are equally as important as academic success.

The aim of the university environment is to stimulate emotional and intellectual growth, although the result is not always in this direction. The student must have a healthy image of himself and must feel confident that he can become what he wants to be. If this point has not been clarified after a sufficient time at university, his mental and emotional energy is spent trying to cope with his personal problem. Another basic problem is the student who is in conflict with tutors and peers as a result of transferring difficulties with his own parents and siblings to them. If the student matures while at university, both such problems will be outgrown. He will become encouraged as his social skills improve and will develop new and more satisfying interpersonal relationships.

This does not mean that the university is the primary cause of conflicts or maladjustments. Usually a combination of several factors, social and personal, is responsible for the student's emotional difficulty. Emotional maladjustment in most cases represents a failure to solve the psychological, social, religious and moral problems affecting the individual.

At the University of Canterbury, a new regulation requires each student under the age of 21 on the 1st July to have a medical interview during the first year at Canterbury, unless granted exemption by the Professorial Board. The interview may be conducted either at the Health Service or by any medical practitioner selected by the student. A most important aspect of this interview is the opportunity it affords student and doctor to meet, to get to know each other and thereby form a basis for future consultation with confidence.

The main theme in mental health today is to prevent emotional problems from becoming intense and crippling to the student by helping him to recognise and handle them at an early stage. Most students with tensions and conflicts are able to function well without the need for professional help. However, when his performance is adversely affected he is well advised to seek such assistance.

APPOINTMENT

Mental health is recognised as being the most important aspect of the work of the Student Health Service at the University of Canterbury. There has been a part-time clinical psychologist on the staff of the Health Service for several years, and in late 1965, the University Council approved the appointment of a full-time medical officer with psychiatric training to complement the work of the other two full-time medical officers and the clinical psychologist. With the recent arrival of this new member of staff, the Student Health Service is now able to provide much greater assistance for students with more serious psychological disturbances.

The student's needs, goals, values and self identity have an enormous influence on his social and academic performance at University and the better he understands them, the easier will be his adaptation.

The Quest For Security

CONTINUED FROM PAGE 13

envisaged by McMillan has not developed in the last two decades, that the education system is now in the doldrums, that civil rights have been eroded, that the financial system is still not geared to the country's necessary economic objectives, that the only positive economic aim pursued with enthusiasm is grass cropping and that the country is still a lopsided economy all may be traced to 1936 when the first Labour Administration accepting the Fraser-Nash leadership backed away from reforming the economic structure of New Zealand.

"The deliberate decision," says Dr Sutch, "not to control foreign exchange movements early in 1936 was the first and decisive economic retreat . . ."

As he depicted the mid-thirties as a turning point in New Zealand's economic history, so he sees the mid-sixties. "We have," he says in Colony or Nation (we are a colony of his recurrent theme in both books) "reached a critical point."

"It simply is not understood," he claims, "that it is the reluctant expansion of manufacturing in recent years that has provided New Zealand's increased living standards".

Urging that this advance towards a "mature economy" will be lost in a free trade area, he attacks the 1965 Australia-New Zealand free trade Agreement. Like many features of his books, the arguments can be seen as one (notwithstanding an influential one) interpretation. Other men of standing have been examining the idea of closer relations between the two countries, most notably under the auspices of the New Zealand Institute of Economic Research. Dr A. D. Robinson, Mr P. G. Elkan and Professor F. W. Holmes have in separate discussion papers considered similar questions as those raised by Dr Sutch, and their conclusions clearly differ from his, whilst sharing his reservations.

But by and large these arguments remain in the field of the expert. Lamentably, so many of the economic issues in New Zealand remain obscure in the rarified atmosphere of big names or pressure group advocacy.

Economic journalism has failed to clarify the contrasting arguments of those "deemed to know". It has proved incapable of interpreting for the common man the economic debate that does exist at the level of men such as Dr Sutch.

In this field, where the press failed to evaluate him, he has done much to interpret facets of society to the community. For as an unflagging publicist he has done much more than any other man to awaken New Zealanders to the many issues surrounding their way of life. He has been a contemporary critic on countless issues, many of them weakened by over condensation in paragraphs of his "Quest".

We do know from his writings and speeches much of what he believed on major issues and where he was key to their resolution, even if we do not know the lot.

This is more than can be said for his successor in the Industries and Commerce Department or for many of his contemporaries and colleagues, many of whom were swallowed up in the voluminous bosom of the Civil Service, where their talent will be moulded into the anonymity of the Public Servant.

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BERTRAND RUSSELL:

He Who Observes a Crime in Silence, Commits It

From Forum, *Canada*
By Gordon Pollard
Excerpts from an exclusive interview with Lord Bertrand Russell *by* Gordon Pollard, *President of "Forum", a students' organization in Canada, published by* The Forum *in its September 12, 1966 issue.*

Q: Recently you have organized a war crimes tribunal to try President Johnson for crimes against humanity. Could you outline what crimes you feel he has committed?

A: The crimes against humanity committed by President Johnson and his government in Vietnam include the placing in concentration camps, under conditions of forced labour of 59 per cent of the rural population of South Vietnam, the supervision through American officers of torture, disembowelment and other mutilation of prisoners and ordinary villagers by tens of thousands throughout South Vietnam, the conscious use of experimental weapons specifically outlawed under the Geneva Convention and designated as war crimes at Nuremberg: poison gas, poison chemicals, napalm, phosphorus, razor bombs, the sustained bombardment of chosen targets such as hospitals, T.B. sanatoria, leproseria, schools, dams, canals and dykes.

Q: What do you feel can be achieved by this tribunal?

A: The war crimes tribunal to try President Johnson rests for its weight on its moral authority, achieved through the eminence of the international figures who will sit on it. It will mobilize world opinion through its findings, but cannot execute a sentence for obvious reasons.

Q: What action do you feel should be taken by the international community?

A: The United States' involvement in Vietnam violates directly the Geneva Agreements and constitute an aggression which should lead to the expulsion of the United States from the United Nations.

Q: You have charged that United States involvement in Vietnam results from economic motivation. Could you provide some evidence to substantiate this accusation?

A: The evidence concerning economic motivation is provided in the following three citations:

"Indo-China is a prize worth a large gamble; in the north are exportable tin, tungsten, manganese, coal, lumber and rice, rubber, tea, pepper and hides. Even before world war, Indo-China wielded dividends estimated at 300 million dollars per year". *(New York Times,* February 12, 1950.)

One year later, an adviser to the United States State Department said the following:

"We have only partially exploited South-East Asia's resources. Nevertheless, South-East Asia supplied 90 per cent of the world's crude rubber, 60 per cent of its tin and 80 per cent of its copra and coconut oil. It has sizable quantities of sugar, tea, coffee, tobacco, sisal, fruits, spices, natural resins and gums, petroleum, iron ore and bauxite".

And in 1953, while the French were still in Vietnam fighting with American backing, President Eisenhower stated:

"Now let us assume we lost Indo-China. If Indo-China goes, the tin and tungsten we so greatly value would cease coming. We are after the cheapest way to prevent the occurrence of something terrible — the loss of our ability to get what we want from the riches of the Indo-Chinese territory and from South-East Asia".

Q: To what extent do you feel U.S. involvement in Vietnam is governed by ideological consideration?

A: American ideology is one of rationalizing brutal aggression. The American military machine is designed to protect an economic empire and the ideology is nothing other than support for this basic aim, which is a function of the economic system of the United States.

Q: What is your opinion of the role of the Church with regard to the war in Vietnam?

A: The Church has been evasive, as always, regarding Vietnam and has utterly failed to point the moral which should have been learned during the nazi era: "He who observes a crime in silence, commits it."

Q: Critics of the peace movement usually charge that the movement is one-sided and criticizes only the United States.

How do you reply to these critics?

A: Those who criticize us for being one-sided are right in their observation, but wrong in their condemnation. There is only one side in Vietnam, the Dominican Republic, Cuba — indeed, throughout the world where American imperial power oppresses hungry people. We knew the difference between the Gestapo and the Jews of the Warsaw Ghetto. The same difference obtains between the United States forces and the partisans of the National Liberation Front in South Vietnam. The threat of war is the threat posed by American militarism and American economic imperialism which needs a war economy and which threatens war with all who seek to achieve social advance in the world.

For further information on the war crimes tribunal, write to Mr W. J. Hall, M.A., Lecturer, Asian Studies Department, Victoria University of Wellington.

This advertisement was inserted by Mr Hall.

ADVERTISEMENT

The recent rumpus over C.I.A. handouts to students in America distorted and ignored many important details. We attempt to put the affair into Focus in this article on the

INTERNATIONAL STUDENT BODIES

The New Zealand University Students' Association has sought and obtained observer status at meetings of the Communist-dominated International Union of Students, following a directive from the 1966 Winter Council in Auckland.

A New Zealand observer has been invited to attend the I.U.S. Congress at Ulan Bator in Mongolia.

Centred in Prague, the I.U.S. is a rival body to the western-orientated International Student Conference to which New Zealand has belonged since the 1950 inception.

Financed quite openly by Communist governments and dominated by the East European student unions, the I.U.S. has rarely deviated from Soviet policies.

There has always been a great diversity of opinion, however, at I.S.C. meetings, in spite of considerable support from American foundations. The largest proportion of I.S.C. funds comes from the Foundation for Youth and Student Affairs and the San Jacinto Foundation.

The second of these was named in February this year as a recipient of Central Intelligence Agency funds and it was alleged that C.I.A. money had actually been channelled to the I.S.C.

Further revelations and allegations followed as people everywhere joined in the new, world-wide, free-for-all fun game: Hit the Yanks.

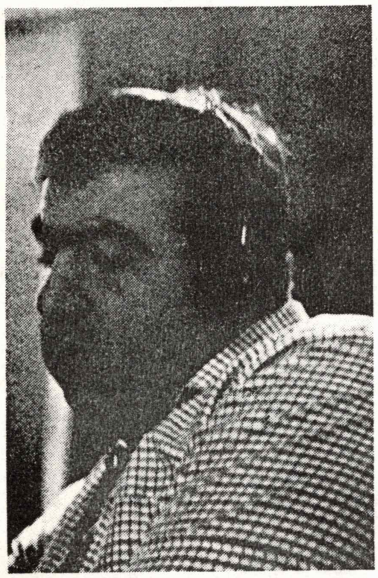
All that was proved in the weeks that followed was that the C.I.A. is unsophisticated in handling behind-the-scenes financial handouts.

There is little doubt that Security Services in most of the "free-world" countries play an active part in student affairs, though in New Zealand it appears that the service prefers to spy on students rather than with them.

All C.I.A. expenditure, down to the minutest detail, is subject to a weekly examination by a top-level Government sub-committee and there are C.I.A. watchdog committees in both houses of congress. Every penny spent by the C.I.A. must be accounted for to a top-secret team of the Budget Bureau. The President is also well-acquainted with C.I.A. activities.

It is extremely doubtful, therefore, that C.I.A.'s sponsorship of American student activity was unknown before sensation-seeking "Ramparts" magazine found the story was worth expanding. Rather, no-one bothered about it.

Mr Norman Kingsbury, Waikato registrar and former secretary-general of the I.S.C. was upset but had few complaints to make when interviewed by the New Zealand Student Press Association, and N.Z.U.S.A. President Ross Mountain seemed unperturbed.



I.U.S. Secretary-General, Nouri Hussain of Iraq (left) and his I.S.C. counterpart, Ram Lakhina, of India: Until now, nobody cared.

The I.S.C. has done much to inform student and world opinion, about conditions in countries such as South Africa and Rhodesia; the proceedings of I.S.C. seminars and investigations are available to student leaders and pressmen in this country; New Zealand contributions to students in difficulty throughout the world (by demonstration or fund-raising) ensure the same assistance would be accorded New Zealand students, in the unlikely event of it being required; I.S.C. work is a training ground in negotiation for potential national and international leaders.

These are some of the advantages of belonging to an international student organisation, and they are felt more at the level of student leadership than at the grassroots.

New Zealand's most appropriate role in the I.S.C. has been that of a moderator between factions, an "honest broker."

With its present entry and membership requirements, the I.S.C. cannot claim to be representative of world student opinion, nor can it hope to be a forum of world student co-operation.

But to sacrifice the degree of unity and adherence to common principles that it now has in favour of universality could well mean paralysis and consequent ineffectiveness.

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"Dynamic Science" is contrasted with "static culture" in this extract from a speech by Professor Sanborn Brown of M.I.T. to an International Conference on Physics in General Education.

Science as a Part of Culture

Ours is an age of explosive scientific expansion. The number of people employed in scientific pursuits is growing so rapidly that all other elements of our culture can be said to be standing still by comparison. Statistics show that the number of people employed in non-scientific intellectual pursuits doubles every forty to fifty years; in science the number doubles every ten years.

This rapid growth of science has resulted in a phenomenal involvement of our culture with science, but there has not been a corresponding acceptance of science as part of our culture. The world at large looks on our field as one reserved for the narrow, mathematically endowed specialist, contributing only to our technological surroundings, talking a special language of his own, occasionally honoured for his intellectual achievements that, however, the public makes no effort to understand.

How often do we hear intelligent leaders of our society almost boasting that they never understood physics. The same people would blush with shame if they could not discourse with depth and understanding on art, literature and philosophy. Why is this? Why, in an increasingly technologically based society, does not that society recognise the cultural values of the science upon which it is coming more and more to rest?

Every educated man in the coming generation must be made to appreciate that science is a basic element in our culture. The scientist and non-scientist must learn to understand each other and to accept common goals and values.

Are there basic changes in our approaches which would make more obvious the cultural values of science? Education can be divided into three parts (1) The acquiring of knowledge and facts; (2) The application of this knowledge to the task in hand; and (3) The deep penetration into the fundamentals which produces a basic understanding of the interrelationships of the knowledge and facts that may lead to aesthetic as well as to the philosophic implications of this knowledge.

It is in Phase 3 that the cultural values of science lie just as in any other discipline. The failure of the general public to recognise this cultural value arises from the fact that scientists have emphasised the first two pragmatic phases to such an extent that the 3rd and perhaps most important phase has been lost by comparison.

ESSENCE

Surely, however, these three phases are typical of many branches of human endeavour. Take, for example, the study of a language. Phase 1 consists of learning the words and grammar; Phase 2 is the application of this learning to reading and writing. Here we have the tools for communication and for acquiring further knowledge. But the real essence of the cultural values of language does not come until Phase 3, where prose and poetry are brought to bear on the human character—man's hopes, loves, hates, and the whole gamut of his emotions.

Science has the same three phases, and Phase 3 is the appreciation of the understanding of nature, its unity and its beauty as well as its impact on the lives and emotions of modern man. It is a real contribution to human culture, containing the interrelationships of scientific knowledge to man, not only as an intellectual being but as one with aesthetic, emotional and philosophic values as well.

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William F. Buckley, Jnr., a prominent U.S. Conservative Republican, was the sole overseas speaker at Curious Cove this year. He was in New Zealand less than two days. The following article by him appeared in the "Los Angeles Times" on 10 February.

Left Is Just Left Anywhere

Recently there was an election in New Zealand and they tell me that the Conservatives (National Party) won. Which is a surprise to me. I must have met all the people who voted Labour. Surely if I had met one more liberal-leftist, they would be a majority. That, of course, is only an impression.

I have been meeting with students and faculty, and labour union buffs, and they are no different, really, from the left anywhere. Their cause militant is the Vietnamese war. During the election the left tried very hard to encourage the voters to punish the government for sending 150 soldiers to Vietnam but the people, churlishly, refused to do so.

Not so much because they approved New Zealand's presence in Vietnam,

WILLIAM BUCKLEY

as because they do not really care about foreign policy. Their exquisite islands are so far removed from strife that they cultivate their isolation. To the dismay of the left, which is involved in mankind and very much wants the Americans to get out of Vietnam.

"I am," an Episcopalian minister complained to me, "in effect a satellite of America and yet I don't have a vote." Neither, I pointed out, did he pay any taxes. Though as a matter of fact New Zealand and practically every country in the world do have votes in the United States, expressed explicitly in the United Nations, and made felt in that pool of world opinion which so greatly influences America's thoughts, words and deeds.

The New Zealand left is always looking for means by which to make their voices heard, and therefore welcomed the recent visit by Premier Ky of South Vietnam, whom they treated most impolitely. This was certainly difficult, since the New Zealanders are surely the most courteous breed of men on the face of the earth. They must have practised their impoliteness very vigorously, late into the night, in order to be convincing. But convincing they apparently were, and there are letters in the newspapers from people who claim to support the demonstrators' general position on Vietnam, but who cry shame at the discourtesy they perpetrated.

I lectured before a congress of students at Curious Cove, a dreamy little inlet in Queen Charlotte Sound. And I wondered whether there is any difference at all between students the world over. My unfortunate conclusion is that the answer is no, or at least tends to be no about those students who gather to penetrate the problems of the world.

At Curious Cove there were 150 student leaders, handsome, obliging, naturally graceful, and—at least those of them who talked the most—gloriously supremely satisfied with their convictions, foremost of them at the moment that the United States is a desecration.

My very favourite was the young man who insisted that the contemporary equivalent of the six million Jews who were slaughtered in Nazi Germany are the South Vietnamese. You need not ask who are their executioners. Not the Viet Cong, or the North Vietnamese — but the Americans. One young lady, especially distressed by my humble insistence that there are moral distinctions between the Viet Cong and the Americans in Vietnam, got so upset that she put her words into poetry.

The lot of the great power is always difficult, and Americans who know their own impulses, their own expectations, find it painfully difficult to emerge as international ogres as a result of an effort to contribute in South Vietnam something on the order of what we contributed in Korea, and before that in Europe. It is really and truly believed, by so very many, that it is the object of the United States to colonize Vietnam, to take over there the shambles left by the French, to make ourselves richer.

I did remark at one point that I am well acquainted with the scurviest element of the American right wing, and that I have yet to meet a single human being even among them, who desires to colonize South Vietnam; that we are the nation that gladly gave the Philippines their freedom, and in recent years recalled our armies from a dozen countries all over the world at the earliest opportunity.

The argument is unavailing. I expect it was always so and that we have a lot to learn from the unwordy Romans who did what they thought they had to do, and never thought it necessary to send their legions to the universities to give the reasons why.

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"Truth" has held many crusades—some just, others unjust.

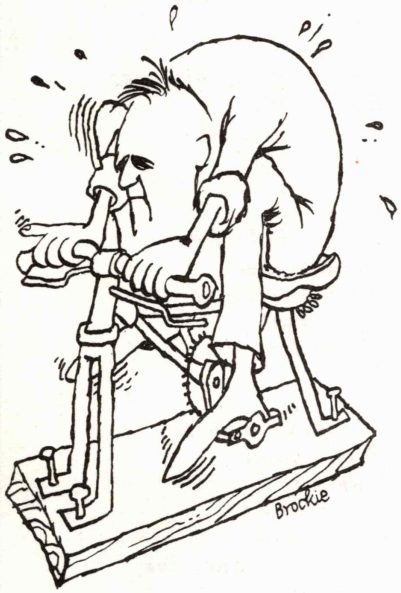
Hugh Rennie, who edited "Salient" last year when it was hailed top student newspaper in New Zealand, closely watched and wrote about one of "Truth's" more recent henchmen.

"Focus" heard that this writer, Kevin Sinclair, for reasons unknown had left "Truth" for Sydney in search of a job.

We asked Hugh Rennie to write an "In Memoriam" notice.

IN MEMORIAM

Mourn, for our anti-hero has gone. The man who in six months became a student folk-legend, dapper, 25-year-old, acid-penned "Truth" sleuth Kevin Sinclair is now in Sydney. Urbane, cynical, gifted with a mind which saw devious conspiracies amidst simple facts, possessed of a pen which could demolish the most solid reputation at the twist of a simple phrase, Sinclair quickly became the half-hated half-loved whipping boy of the student world.



I never met Kevin Sinclair. Indeed, for so long as I edited "Salient", I carefully avoided him. Did he hate students? Or was he just the high-point in sensational cynicism—he who with almost anarchist frenzy assails anything which deviates from the common norm?

When he first came to notice, his was just another name in the long roster of "Truth's" penmen—the name of a man who had been hilariously trapped. He assailed Victoria students for wrecking a flat—yet they were not students, and the flat had been featured by a "Truth" reporter just one year earlier as an example of slum conditions in which students were forced to live.

But Kevin, indeed, had had his eyes on Victoria students before. In December 1965, Vic's secretary and treasurer resigned. In March 1966, "Salient" speculated a tournament loss of £2,500, and days later £120 was stolen from the V.U.W.S.A. office. Coincidence? Or a devious and inter-connected plot? Kevin thought the latter—till the roars of laughter from then men's vice-president Murray Boldt drove the idea from his mind.

He went on to greater things. He counted up 72 names on a Vietnam donation list—and called them "about a dozen". He found, in the Auckland security affair, a deliberate conspiracy, and spoke of the universities as "outposts of academic anarchy". He attacked Wellington Teachers Training College—and won the accolade of a "Thurbage" satire. ("Salient" can now reveal that a journalist, Kevin Sinclair, is a member of the staff of 'New Zealand Truth'). In July, he struck again. Noting that student paper "Canta" listed three numbers under a "Dial a Virgin service", he rang them. This strangely misplaced enthusiasm cost him toll calls to the City Council, the Students' Association, and the city waterworks—which last he described as the student health service.

From Auckland to Otago, the name Sinclair became known and recognised. In Auckland, the students at Forum established a memorial journalism award—a suitably mounted suitable article of brushware.

Yet the Sinclair legend has its serious side. Probably never before has any reporter on so influential a paper come under such widespread criticism. Sinclair earned nearly £50 a week, yet time and again the "factual" basis for his stories could be upset. And, in the year's final security episode, National Party man R. J. Laurenson made it abundantly clear that political smear material was on occasion fed to Sinclair for use in "N.Z. Truth". A sinister note, and one which quickly gained in significance when the delicate footsteps of Sinclair's investigations were heard by those involved in this affair. He did not ring up some of them merely out of curiosity, nor did he sit through the parliamentary debate by chance. But the expected attack never came.

Now he is gone, and we can but mourn. He irritated, he infuriated, at times he inflicted lasting injury. Yet Kevin Sinclair was someone rare in this country—a man so determinedly committed, so flagrantly biased, so frequently wrong that he was a tonic to a sensationalist press that so often confuses big headlines with big ideas.

DOMINION LIFE
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From Rags to Riches . . .

Development Of Literary Magazines

"Act 1", edited by playwright Bruce Mason for Wellington's Downstage Theatre, is the newest magazine to spotlight drama.

In an article entitled "Introducing Ourselves", "Act" says, "New Zealand is not yet a community except for international sports, serious crime and the threat of war.

"In artistic matters it is a collection of villages, at worst, mutually hostile; at best, totally indifferent to one another."

Mason then writes from the standpoint of a man well acquainted with the ways of the Press and the Arts. He was onetime reviewer for the Capital's apology for a morning paper, "The Dominion".

"For a long time there has been a need for a journal which could assemble news of Downstage's activity, plans and projects, reviews of current productions, reports from the three regional centres — Auckland, Christchurch and Dunedin — as well as news of theatrical developments or explosions from overseas," he writes.

This is all intended for an audience wider than Downstage's. For University Drama it could be the specialist vehicle for ideas necessary to keep the spirit moving.

"Ascent" climbs in the same direction. It is another of those invaluable patriotic gestures the Caxton Press has conscientiously made towards National Literacy. It plans to be a journal of the Arts in New Zealand, to be comprehensive and regular. It could fill a long-felt gap existing since Harry H. Tombs' series of the same name faded over a decade ago.

Leo Benseman with Barbara Brooke edit. The publishers plan to pay contributors, and have a first edition planned for mid-winter.

Changes have occurred in the 'establishment' small magazine field. Dr. Charles Brasch, long-time editor of the invaluable quarterly review of the arts and society, "Landfall", has retired. Dr Brasch gave years of dedication and personal sacrifice to "Landfall", and is succeeded by Caxton's new senior man, Roy Dudding. Dudding formerly edited the spasmodic literary journal, "Mate". His first issue should be on the stands now.

"Comment", more concerned with politics and society than "Landfall", is into its third editorship phase. Professor W. H. Oliver, first editor, resigned a few years back when he left Victoria for Massey. English lecturer Vincent O'Sullivan led the tight little editorial team since then, but after his departure for Greece, the editorship falls into the hands of the committee, with colleague Harry Orsman and film critic and lawyer Pat Downey as major lights.

Longtime student activist and editor, Con Bollinger, of recent years editor of the Public Service Journal, is to return to his Alma Mater, Victoria, for Ph.D. English studies.

But it is with a different feeling in our hearts that we record the fact that the National Party's faith healer and morale booster is to die. National "Observer", called "Freedom" until the hierarchy saw the name as an anachronism, fades out soon.

PLEASE HANG ME IN PUBLIC

Did you know
They weigh a man
Before they take him
To the drop?
The distance he falls
Is carefully calculated.
A neat little formula
Works out how much slack
In the rope
Will break his neck—
(They hope)
Somewhere near
The base
Of his skull.

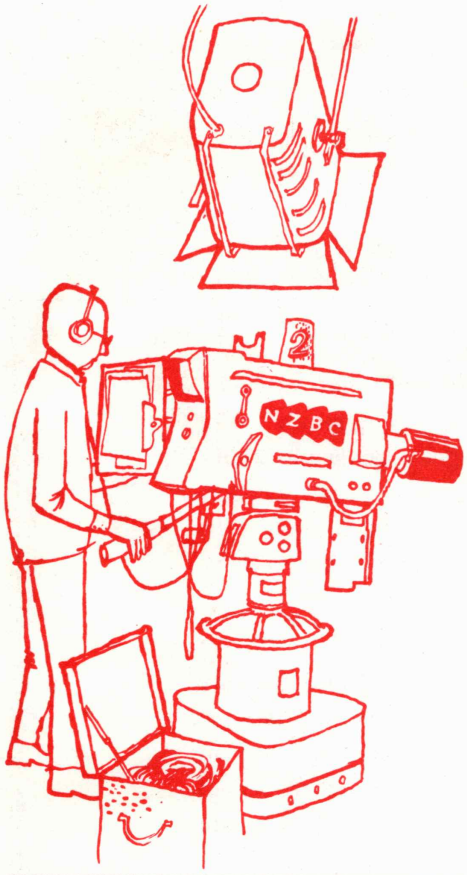
Of course
They send a priest
To help the prisoner
To pray.
But did you know
That once
In Russia
A man
Before he faced
The noose
Spoke
To God's servant
Saying: Go away
And commit
No sacrilege.

Did you know that
In Pretoria
Last year
This happened
To a hundred
And twenty-four
Human beings?
Only two of these
Were white.
My deduction
Is that
Coloured people
Must be
Sixty-one times
More evil
Than whites.

Do you know
Why hangings
Are private?
Could we
Who ultimately
Commit the murder
Endure the sight
Without having
To vomit?
To hide
The corpse's quivering
The body falls behind
A canvas screen.
It would not do
For anyone
To see him
Swinging . . . his eyes
Bulge out.
That blindfold's
Not to stop
The prisoner
From seeing
But to hide his
Glazing eyes,
Accusing those
Who wait
To watch him
Die.

To those who say
What about
The life
He took?
My answer
Is another question.
Will you go,
Pull back the lever
Draw the bolts
Which hold the trap
Where the poor wretch
Waits to drop?
If your answer's yes,
Remember . . .
You must watch him fall,
And listen . . . your ears
May not forget
The noises
You will hear
At his dying.

—Jim Chapple.



TV IN NZ

by Gordon Bick

It's apparent that television and the mass media are becoming less emancipated in their presentation of political subjects, as they become more emancipated with sexual themes.

Television has been outspoken on such subjects as abortion, the Pill, illegitimacy, childless marriages, and yet remains touchy on such subjects as Vietnam . . . or even decimal currency.

We see Harold Steptoe sitting on the loo, half naked girls displaying their wares, but as yet politicians will not bare their souls on television. In New Zealand, particularly, the milk and water political discussions wouldn't raise the hackles of a drunken Irishman.

Will any change come about even if by some remote chance the Government of New Zealand does approve a private television channel this year or next?

In a country which has adopted the Western pattern of commercialising sex by selling anything from toothpaste to motor cars on sex appeal, sexual themes are permissible. But there is still a constant fear by politicians and the brainwashed heads of television to avoid any hot political potatoes.

It's natural that politicians should do their damnedest to keep embarrassing material off the air—or try to play it down. It's also the duty of an independent broadcasting system to combat this influence . . . to question, probe, and analyse anything proposed by the Government or other public authority.

Frankly, I cannot see much change coming about even though the control for the issuing of licences for the operation of other television channels has been rightly taken out of the hands of the NZBC.

Are the politicians suddenly going to grow up overnight and allow a tribunal freedom to issue licences to the few bold men in New Zealand who could run an entertainment and information service effectively and efficiently?

Those same politicians who have been dictating to the NZBC, demanding questions in advance to prepare answers for TV appearances, are not suddenly going to allow complete political freedom on a second channel.

And who are the men who will decide the fate of a second TV licence? You can bet your next television licence money, those chosen will be the tried and trusted, safe, responsible, dull crew who can be relied upon to row in the same direction.

I am not suggesting that I want a bunch of rabble-rousers to run television, or people whose sole intent is to bring down the Government and burn the politicians. That's not the function of any corporation or private channel.

I would like to see a few free-thinking, qualified men who could use the medium in the public affairs field to challenge authority, and keep the politicians on their toes to ensure that we have the right men in public and Parliamentary office. Only by constant enlightenment by television and the mass media will the public be able to judge for itself whether the men it puts into office are entitled to remain in power.

In New Zealand there is great need for the expression of free thought. With the monopoly control of overseas news through a sole news agency—the New Zealand Press Association—and the almost total blockage of overseas interests and influence on television and newspapers through the vicious imposition of the News Media Bill, the public are being spoon fed information without sufficient competitive thinking.

It's not good policy to speak out against authority in New Zealand's type of democracy—one is likely to be slandered by politicians under protection of Parliamentary privilege.

There will be no hope for corporation or private TV until the merry band of pandering civil servants are stopped from dabbling in the country's entertainment and information medium—and the individualists crawl out from under their stones and speak out loudly to protect the dearest thing that any true democratic nation can possess—free thought.

EDUCATIONAL TV

by J. R. Tye

(Lecturer in English at Victoria University)

The boom in TV, New Zealand bankrupt or no, continues. Private aerials add to the eyesore of power poles in unholy profusion. More sets, wider coverage, longer hours, and, in the ominous, automated future, more leisure. Where, in the present and the future, stands TV as an instrument of formal education?

It is my brief to describe adult educational TV (ETV) in Britain as I saw it in 1965, and to indicate possible correlatives. Four words describe the policy: "tentative," "unco-ordinated," "lacking direction," the product of a complex history of perennial guilt over limited access to secondary and tertiary education, attitudes inherited from school broadcasting, rivalry between BBC TV and ITV, and a chronic lack of funds.

At the moment, British adult ETV consists of two kinds, enrichment programmes designed to provide information and expertise on a variety of topics, and vocational programmes related to qualifications or aimed at those already qualified who wish to keep up to date. "Bonjour Francoise," "Better Photography" and "Science of Man" on BBC TV, and programmes on Cookery, Drama and First Aid on ITV come in the former category; "Engineering Science," "Working with a Computer" and "Medicine for Today" —a monthly programme for G.P.s—in the latter. Technical colleges, colleges of further education and some, but by no means all, universities sponsor and take part in ETV, occasionally with "feed-back" in the form of correspondence supplements.

The most promising development is in closed circuit systems among the universities themselves. Five Midland and East Anglian universities are currently joined in a scheme to link resources by permanent closed circuit, and the University of Sussex is establishing a link with local colleges of technology.

The situation in New Zealand is in almost direct contrast. There is, in official circles, almost no guilt complex over restricted educational opportunities, there is no competition, there is no policy statement by either party, there are few pressure groups, and ETV, as such, is practically non-existent. Yet an enormous amount of money is invested in TV, too much to be frittered away on predominantly light programmes. ETV is an obvious, desirable and urgent extension which must be faced on its merits, and the guide lines set down. The needs of primary, secondary, tertiary and adult education must be canvassed, examined and integrated where necessary with enrichment programmes *before* the chaos and the clamour confuse the issue. In this matter, as in others, it would be appropriate to ask the political parties where they stand.

(Condensed.)

When you graduate do you intend looking beyond the traditional professions for your future? If you obtain a liberal arts, commerce and administration, law, science, engineering, food technology or home science degree, there could be a position in our business; a position which offers not only a career with a future but also a challenge for the trained mind. Business today provides, besides a stimulating atmosphere, a demand for strong human qualities. The graduate of today, as he advances, changes from applying his academic knowledge to becoming the administrator of tomorrow. As he moves through management he will have to display the ability to plan, to organise, to control and, when he eventually fills a senior executive post, he will have to display decisive leadership.

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Australia has now begun to recognise her neglected responsibilities towards the Aborigine people.

New Zealand has something to contribute from her experience with the Maori, to assist Australia eliminate her own potential race problem.

Late last year, we were host to a party of Aborigines, and in this interview some light was thrown on the possible New Zealand role.

Another Country: Another Problem

The Aborigines who came to New Zealand recently came to see the policies concerning the social and economic advancement of the Maori, and the extent to which he was integrated into the larger society, according to the Maori lecturer in Adult Education who organised the two and a half week study programme.

Interviewed in Wellington after the study tour, Mr Bill Parker, a lecturer in Maori Studies at the Victoria University of Wellington, looked at the exercise, the first, as a success.

He was at pains to point out that it was not New Zealand's business to say what should be done for the Aborigine, or how.

He hoped the eight Aborigines and sixteen whites in the party would have widened and deepened insights about their place in Australia, and about how certain things could be improved in their lot.

"They have gone away impressed with the warmth and the confidence of the Maori," he said. "They were lyrical in praise of the warm reception given them by Maoris."

As well as visits to Maori settlements, lectures were heard from some local experts on Maori affairs. Lecturers included academics, Maoris and civil servants.

Training schemes for Maori apprentices, special accommodation facilities and hostels for selected rural Maori students in the cities were some of the amenities Mr Parker thought could prove instructive for Australia.

"The urban Maori needs no special facilities but the rural Maori does," noted Mr Parker, as he described how the Aboriginal girls were excited by what the Labour and Maori Affairs Departments were doing to provide hostels for Maori plasterers, bricklayers and motor mechanics.

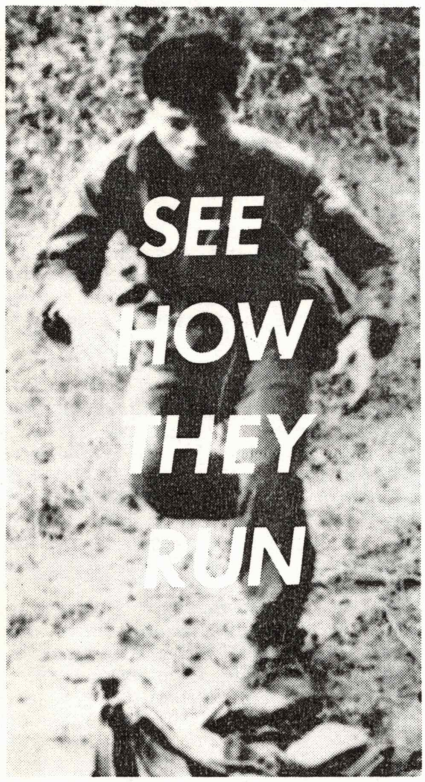
The Maori Education Foundation, about which there is no unanimous feeling in New Zealand, was praised by Mr Parker. Mentioning special training schemes, he urged they be educational and vocational: "It is no use talking education if it does not lead to jobs."

The Australians were impressed that a little country like New Zealand should be spending so much to make the Maori fit into society instead of being on the fringe. They were excited about the work of Maori cultural groups throughout the country, he said. Maoris maintain and develop not only things from their own background but also things from the Pakeha side of life.

Reflecting on New Zealand's contribution to Maori welfare he said, "The Aborigines and the whites working for them are not likely to get far until their country decides to spend more to aid the integrative process. To do this they have to convince their Parliamentarians. It would be a good thing if Parliamentarians from the various federal states were to visit New Zealand," he said.

"Personally," he said, "in terms of world politics I do not think Australia can ignore the Aborigine."

Conferences:



Grass roots opinion on New Zealand foreign policy has its place, but of distinct importance is informed academic debate on the issue.

Otago University's Department of University Extension has made tottering steps towards initiating a deeper examination of New Zealand's place in the world.

Last year, in the May vacation, they attracted academics, students and personnel involved in policy formation for discussion on "How to make a Foreign Policy".

This May, they will provide another of the rare opportunities available for sober and detached discussion of a further aspect of foreign policy: the question of National Security.

The choice of theme was perhaps unfortunate, for before useful discussions of this question can be held, clearer understanding of the objectives of New Zealand's national interest and objectives must be obtained.

A decisive conclusion should be reached as to whether New Zealand can or cannot effectively assist the development of assumed threatening countries, by peaceful and economic means, before "security" requires analyses.

If we cannot pacify them, we might as well divert most of our national resources to defence, for if there is a threat where the militarists claim, then we are likely doomed.

But if we can remove discontent, and the root causes of any military threat to us, there may be strong arguments in favour of diverting most of the money spent on guns to butter.

However, we will watch the outcome of the Seminar with interest as well as with cynicism.

Ecology

The annual conference of the New Zealand Ecological Society will be held in Nelson during the August vacation.

Persons interested in attending the Conference or joining the Society, the aim of which is "The promotion of the study of Ecology in all its aspects," should write to the Secretary at P.O. Box 6014, Upper Riccarton, Christchurch, 4.

DOMINION LIFE
PROTECTS YOUR FAMILY

Many students wish to avoid military service. Roger Clark, a law graduate from Victoria University of Wellington, outlines METHODS OF

POSTPONEMENT OF MILITARY SERVICE

The vacation just over has produced the usual crop of disgruntled students who have had their holiday income drastically reduced by seven or fourteen weeks spent in the army. Not all appear to have been fully aware of the procedures available to have the fourteen week period split in two, or to have their service postponed until after graduation.

Under the National Military Service Act, 1961, the postponement scheme is administered by such Military Service Postponement Committees as the Minister of Labour "from time to time thinks necessary". There are at present about a dozen such bodies throughout the country. Each committee consists of three persons and although no qualifications are laid down in the Act, it is common for them to be made up of a legally qualified chairman, a Trade Union official and an employers' representative.

The process of getting you into camp begins when you have passed the medical examination and have not been registered as a conscientious objector. At this stage you will be served with an "enlistment notice" which states that you have been enlisted in the army and are liable to be called up for service. In practice, if you have given your occupation as student, the receipt of an enlistment notice means that you will normally receive a calling-up notice requiring you to attend camp the following January. The enlistment notice informs you of the right to apply for postponement on the ground that your calling up would be a case of "undue hardship" to yourself or others. If you want postponement, you should apply within fourteen days of the receipt of the enlistment notice or the committee is not bound to give you a hearing. The form to apply for postponement may be obtained from the Labour Department. The Act provides that "Every such application may, if the applicant . . . thinks fit, be accompanied by any documentary evidence or statement of facts in support of the application". This means that if you are wise you will give some reasons in support of the application. The best criterion of the term "undue hardship" so far as most committees are concerned is detailed figures of income — bursary plus wages at freezing works or wool store less living expenses at University. Some committees also seem to be interested in your parents' income as a potential source of support even if they are not in fact supporting you and you do not want their support. One may question whether this ought to be regarded as relevant.

After considering your application and any supporting evidence, the committee has power to grant the application without actually seeing you. Where the adjournment is not granted at this stage the committee is required to set a date for hearing and notify you of it. The Wellington Committee holds about six hearings a year.

Apart from the fact that evidence is given on oath, the procedure at the hearing is informal but most applicants seem to get a fair, if not sympathetic, hearing. You are entitled to be represented by counsel at the hearing and, if you can afford it, a lawyer will usually present your case more effectively than you can yourself.

The main ground on which students succeed is financial hardship. In November 1966, an Engineering student was granted postponement to enable him to carry out practical engineering work over the Christmas holidays.

Some students may be among those who have been granted postponement because their wife has just had, or is about to have, a baby. In fact, well over half the applications that actually came on for hearing were successful. Many people are discouraged from applying for fear of certain failure. But the figures do not support this fear.

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with his fluoride teeth snarling as white as his bones
will be when time lays them bare.
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Poly styrene weapons. Boy-oh-Boy, another KILLER toy.
A happy Christmas, children, from your own Santa Claus.

—J. W. Gillard.

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Offensive Burnt

by Bruce Jesson

In a widely reported but little discussed Supreme Court judgment last December, Wilson J. upheld a Magistrate's Court decision of Lee S.M., establishing the burning of a UnionJack as criminally offensive.

Rae Derbyshire's conviction for offensive behaviour arose out of a student republican protest at the Governor-General's opening of the Ilam Science Block at Canterbury University on 19 August.

Her Majesty's judiciary was suitably hostile.

Lee S.M. "In burning the Union Jack in the circumstances she did she would, and undoubtedly did, offend loyal citizens.

"In my view, for the defendant to instruct counsel that she was representing a minority view is ridiculous nonsense.

"It was not established . . . that [the leaflet] was her 'brain-child', or should

BRUCE JESSON

I more correctly say 'lack of brain-child'.

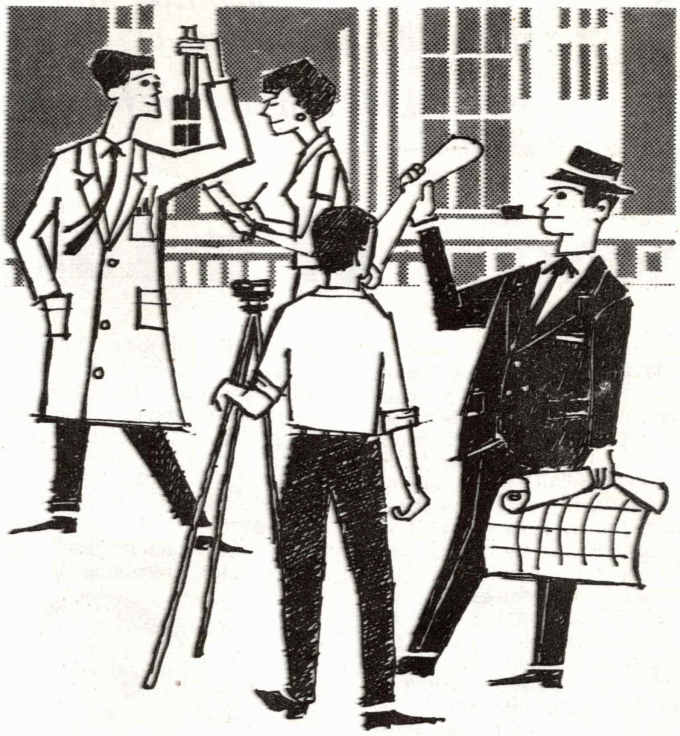
"The leaflet has all the hall-marks of sub-standard thinking expression and logic . . .

"If the defendant wants to act as the representative of a minority who are disloyal she is at liberty to do so . . .

"In this case it seems on the evidence that the defendant was encouraged by someone else — to describe him as a 'man' seems a misnomer . . ."

Wilson J., "A respect for the flag of our fathers which forms, moreover, an integral part of our own flag, is to be expected in persons of decent instincts regardless of their political opinion. To such persons I have no doubt applying the description 'right-minded' and in them the burning of that flag in the presence . . . of Her Majesty's representative was certainly calculated to cause resentment or revulsion."

Statements such as these raise serious doubts about the political impartiality of the bench, while these curious ideas about loyalty to the English flag seem anachronistic in a nominally-independent New Zealand.



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New Zealand graduates don't play a prominent role in domestic politics, by comparison with countries abroad. But Peter Blizard is one of the new men to start doing so.

"Focus" asked him for a few comments on his experience as a candidate.

Memoirs of a Labour Candidate

Peter Blizard stood as a New Zealand Labour Party Candidate for the Karori Electorate. He was opposed by Social Credit, and the sitting Member, the Hon. J. R. Marshall, Deputy Prime Minister. In terms of the result of the Election Mr Marshall increased his majority quite considerably; the Social Credit Candidate increased his share of the cake by 100%; the Labour vote declined by about the number of votes that the Social Credit gained.

He writes: Without going into the detail preferred by psephologists, a few comments on the results stand out fairly clearly. Social Credit polled in accordance with nationwide trends: Mr Marshall increased his majority — this was most definitely against the trend elsewhere, particularly for Cabinet Ministers. The Labour vote declined more than the national average, but about on a par with the decline in Labour support in the Wellington City area. So much for the actual results and a few comments on them: what of the campaign itself?

In the light of recent economic events, it has been proposed that politicians fooled the people as to the state of the Nation's affairs: this view has even been expressed by one National Party Candidate — Mr Stevenson of Porirua. I strongly suspect that this misrepresents the situation: the people allowed themselves to be fooled; they wanted to be fooled; they fooled themselves, because they wanted to see a rose-coloured world, and lo-and-behold, one materialised before them. Perhaps this is just another way of saying that a country gets the political representatives it deserves.

EMPHASES

Most analysts agree that the 1966 Election was 'fought' (!) on two issues: Vietnam and the state of the economy. I believe that to be a fair assessment. Electioneering of this kind carries advantages and disadvantages. It was advantageous in that the emphasis was laid on meaningful problems confronting all New Zealanders. It was disadvantageous to the extent that the domination of these two over-riding issues tended to obscure and drive into the background other problems equally as pressing but maybe not quite as far-reaching.

In my view, a Political Manifesto should present a coherent, structured solution to a nation's problems; it should both specify the problem, the proposed solution to the problem, and the means by which the solution will be brought about. Using this value judgment as a point of departure I am quite certain in my own mind that the policies of the two major political parties failed to measure up to this test. Much attention was given to spelling out problems; insufficient thought to means of resolving those problems.

In terms of the state of the economy, the Labour Party highlighted the mess we were in (and let there be no confusion, I thought then, and I think now, that we were and are in a mess): but they failed to spell out in the necessary detail the solutions they offered. The National Party attempted to deny that there was any mess — "The economy is basically sound," they said, and are still repeating. I find this difficult to accept.

Neither major party was prepared to grapple with the question of basic licensing reform: the Labour Party should have gone to the people with a positive and explicit platform of reform; they should have outlined in detail the reforms they advocated. Instead they preferred the farce of a national referendum. In case you think I am merely criticising after the event I might note that I made this view clear at my political meetings.

Neither major party came to grips with the facilities we (don't) have for the treatment of mental illness. Both were content with vague generalisations that the problem was 'recognised' and that "something would be done about it". The Labour Party Manifesto devoted five paragraphs to this subject covering psychiatric services, staff shortages, out-patient facilities, post-graduate study, and the integration of psychiatric facilities with those of general public hospitals. At no point was any mention made of the means by which these promises were to be translated into reality.

DEFICIENCIES

Here then are two examples of policy deficiencies that characterised both major political parties. Some will say that these two examples are minor and of little overall importance. I disagree. But even supposing that licensing reform and medical facilities are areas of minor consideration at the policy level then I would still affirm that these specific deficiences reveal a deeper malaise. They show that policy making is insufficiently thought out. They show a lack of sophistication by the policy makers. But much more important they tend to support the view that the New Zealand politician devalues the intelligence of the average voter. As I noted, to state the problem is one side of the equation; this must properly be balanced by specific solutions—and not a series of vague and general promises designed to please everyone. You can fool some of the people some of the time . . .

The major lesson I learned from this campaign is that there is a need for continuous policy-making, and I don't mean this to be seen as a euphemism for expediency. There is a need for a complete re-think of our social welfare policies; instead of minor, piece-meal changes which do no more than produce a collage. What is needed is a replanned, co-ordinated programme of welfare legislation appropriate to the 1970's. It is imperative that all major political organisations in New Zealand undertake such a reappraisal now. Finally, from the perspective of an elector and not a candidate, there is a need to be firm and hard on political candidates. Instead of asking them what they 'promise to do' each one of us should resolve to ask 'exactly how do you propose to do it?' When the electorate stops fooling itself, and starts to ask tough questions, then perhaps we will get responsible long-term Government.

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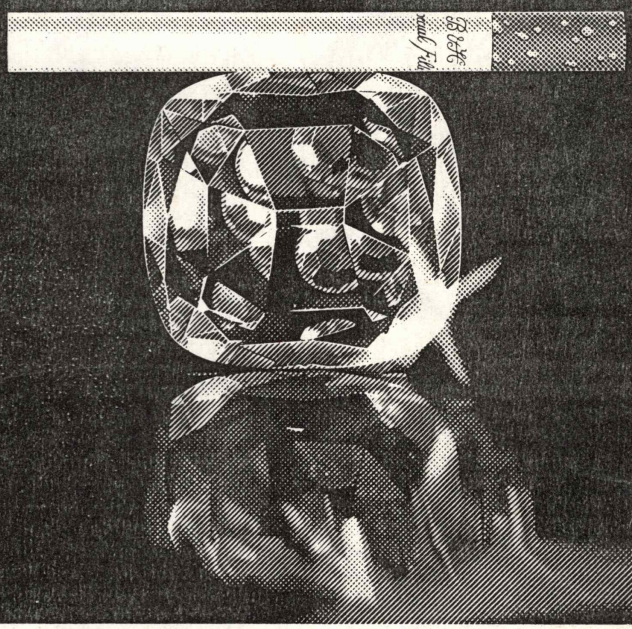

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